DOCUMENT RESUME

ED 323 518 CS 010 231

AUTHOR Nadler, Diane Leboe
TITLE Teaching Reading to Chapter One Pre-First Grade Students Using a Literature Based Approach.
PUB DATE Aug 89
NOTE 76p.; Educational Specialist Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Basal Reading; High Risk Students; Kindergarten; Language Experience Approach; Language Skills; Primary Education; Reading Achievement; *Reading Comprehension; *Reading Instruction; Reading Readiness; *Reading Strategies; Self Esteem; *Transitional Programs; *Whole Language Approach
IDENTIFIERS Education Consolidation Improvement Act Chapter 1; *Trade Books

ABSTRACT

A literature based reading program was developed to improve reading comprehension skills of 14 students in a Chapter 1 pre-first grade class. Instead of using a basal reader for instruction, the students were exposed to trade or literature books, The reading strategies that were pre- and posttested were recognition of a sight vocabulary, recognition of the letters of the alphabet, and recognition of family rhyming words. The results indicated a marked improvement in reading comprehension as well as increased student self-esteem from success in reading. (Nineteen references and 18 appendixes containing testing instruments and results as well as a suggested list of appropriate trade books are attached.)
(Author/KEH)

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# TEACHING READING TO CHAPTER ONE PRE-FIRST GRADE STUDENTS USING A LITERATURE BASED APPROACH

by

DIANE LEBOE NADLER

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A practicum Report

submitted to the Faculty of the Center for the Advancement of Education at Nova University in partial fulfillment of requirements for the degree of Educational Specialist.

The abstract of this report may be placed in a National Database System for reference.

August/1989

CS010231

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## Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

Signed: Diane Lebow Nadler

## Abstract

Teaching Reading to Chapter One Pre-First Grade Students Using a Literature Based Approach.
Leboe, Diane J., 1989: Practicum Report, Nova University, The Center for the Advancement of Education.
Descriptors: Elementary Education/Primary Education/ Chapter One/High Risk Students/Educationally Disadvantaged/Reading Comprehension/Reading Instruction/ Basal Reading/Reading Strategies/Reading Readiness/ Reading Achievement/Language Arts/Holistic Approach/ Whole Language/Kindergarten/Early Childhood Education/ Language Experience Approach/

A literature based reading program was developed to increase reading comprehension skills of students in a Chapter One pre-first grade class. Instead of using a basal reader for instruction, the students were exposed to trade or literature books. The four reading strategies that were pre and posttested were recognition of a sight vocabulary, recognition of the letters of the alphabet, recognition of family rhyming words, and an increased positive self-concept. The results indicated a marked improvement in reading comprehension as well as an increased awareness of student self-esteem. Appendices include a suggested list of trade books appropriate for the use in a whole language program, as well as the two self-concept testing instruments.

# CHAPTER I

## Purpose

The school targeted in this practicum was located in a rural area outside a large metropolitan city. The school population consisted of 79 teachers who serviced a student body of 856 students. The school population was made up of 26 percent White Non-Hispanic students, 19 percent Black Non-Hispanic students, 54 percent Hispanic students, and one percent Asian students. The school facility was comprised of grades kindergarten through fifth grades. Forty-seven percent of the faculty hold degrees beyond the Bachelors.

The faculty chose to establish the School Based/Shared Decision Making (SBM/SDM) model of operation for the school. SBM/SDM is the application of democratic principles to educational processes. As a result, the staff developed several proposals for organization in instruction that they believed would increase the quality of instruction for children.

Because much of the student population was Mexican-American, the school offered varied and unique educational programs for those students. Migrant Tutoring, Spanish S (English for Spanish Speakers), BCC

(Bilingual Curriculum Content), ESOL (English for Speakers Of Other Languages) were among the programs offered. In addition, the school offered services for learning disabilities, speech and hearing, emotionally handicapped classes, Chapter One, and state compensatory Programs. There was an active school Volunteer Program that consisted of older retirees, who lived in the surrounding community and volunteered their time to tutor children during the academic day. The school curriculum also offered a computer lab available to students in kindergarten through grade five. There was an opportunity for students in the fifth grade to participate in the career lab. The school also had two corporate partners, which were a local MacDonalds and a local K-Mart. The Partners helped defray costs of extracurricular rewards and treats for the student body. A free breakfast and lunch program were also offered. Programs in art, library, music, and physical education were also included in the curriculum.

The Hispanic population of the school was mostly Mexican-American migrants who lived in labor camps. Their homes consisted of tiny duplexes operated by HUD which was county supported and county administered. The families' economic status was at a poverty level

which forced all members of the family to work the fields, from the youngest to the oldest.

Many of the migrant families were non-English speaking, and therefore found it difficult to communicate with the permanent residents of the areas in which they lived. The older members of the family relied upon the school age children to interpret for them. The students were bused to the nearest school, where they were expected to function in English. Many of these children had severe language problems. These children had very little self-esteem, and their security was easily threatened.

Spanish was the primary language spoken in the home. Communication and language skills in English were poor. Parental help in academic areas was practically non-existent. Communication and feedback between teacher and parents was less than adequate.

The remaining students lived in the surrounding school community and were considered to be upper lower class to middle class blue collar workers. In addition, a small group of students were bused in from a nearby neighborhood.

This writer had been a teacher for 14 years, eight of them in the targeted community. She had taught the primary grades in schools of various socioeconomic

levels. This was her eighth year teaching Chapter One students, and her fifth year at this targeted school.

Many of the first grade students who attended this targeted school were not reading on grade level. Consequently deficiencies in reading comprehension caused these students to lag in all areas of instruction. The main concern of this writer was to improve the reading capabilities of the class.

This writer's class was composed of 14 Chapter I pre-first grade students. To qualify for this special class, a student needed to score between the first and 25th percentile in reading, the first and 49th percentile in math, and the first and 49th percentile in science on the Stanford Achievement Test. Students who scored above these percentiles were placed in a regular non-Chapter I first grade classroom. In addition, the students who had not mastered all the kindergarten objectives, but would not benefit from being retained in kindergarten, were promoted to a pre-first grade class. These students were remediated in the kindergarten skills they were lacking and then instructed in the first grade curriculum.

The children identified for this special class usually progressed at a slower rate than the average first grade student. Their reading readiness

background was deficient as well as their cognitive skills. Their self-esteem was very low, and their feelings about why they were in school were confusing.

By assessing the scores on the Stanford Achievement Test, the reason for the above inadequacies became obvious. All the students scored below the 25th percentile (Appendix A).

Many of these children came from homes where there was very little parental guidance in academic areas. The student's environment had not been enriched with parents who could teach their child about his world. Some students lived in homes where English was the second language, and the parents did not communicate except in their native tongue. It was very difficult for these children to have their teachers' expectations met, as well as their parents' desires. No wonder these students were confused about their role in education.

In the past, the pre-first grade class had been instructed in the accepted Basal Reading Program for the school, as well as participated in oral language activities. Many of the students had difficulty in understanding the meaning of the basal text, as the stories had no relationship to their every day lives. Reading did not come easy. Progress was very sporadic.

Comprehension and word retention were learned at a very slow pace. At the end of the first grade year many students were reading in a first pre-primer basal reading text; certainly not acceptable for second grade promotion. Consequently the child was retained in first grade. Again the student was expected to function in the basal reader, and again failure was inevitable.

The problem was that the students entering the Chapter I pre-first grade class do not have the literacy or reading readiness skills to successfully complete a formal Basal Reading Program. These students should have acquired a solid foundation of literacy skills before first grade, but for obvious reasons did not. The discrepancy was that none of the entering Chapter I, pre-first grade students was prepared to read from a basal reader. The problem was to design a reading program for the Chapter I pre-first grade class. The aim of this practicum was to increase the reading vocabulary of the targeted children, as well as to instill a sense of self-esteem in students so that they would have the desire to improve their reading skills.

As stated earlier, this writer planned to design a reading program that was based on oral language which

would encompass the whole language technique, as well as the language experience approach (LEA).

The targeted students participating in this program consisted of 14 Chapter I, pre-first grade children. These students shared a common deficit, in that all had delayed acquisition of early childhood developmental skills. They all functioned significantly below expected levels for the first grade.

After a 10 week program designed to increase sight vocabulary, 10 of the 14 targeted students would show an improvement in their reading vocabulary of at least 80 percent. This would be measured by a pre and posttest designed by this writer. This sight word list was taken from the Dolch Basic Sight Word Summary, which consisted of words at the preprimer level (Appendix B).

A second objective that would be achieved through this 10 week program was that 12 of the 14 targeted students would be able to recognize every one of the 26 upper and lower case alphabet letters. This would be measured by a pre and posttest (Appendix C) designed by this writer.

Substituting beginning consonant sounds of sight words to form different rhyming or family words would

be another objective for the 14 targeted students. At the end of the 10 week program, 10 of the 14 students would show an 80 percent increase in recognizing family rhyming words as measured by a pre and posttest (Appendix D) created by this writer.

This writer hoped to develop in the students a positive self image as a result of each student's success in reading. Students' perceptions of themselves as learners play an important role in directing their behavior in school. A positive self-concept could determine a student's academic performance. The last objective to be achieved through this 10 week Practicum would show an 80 percent improvement of self-esteem in 10 of the 14 students. This would be measured by two pre and posttests (Appendices E and F). Permission to administer these tests was given by Norman Proller, Office of Educational Accountability, Dade County.

## CHAPTER II

## Research and Solution Strategy

One of educators' prime concerns is to improve academic achievement in all students. In order to succeed in this task, teachers select and direct classroom activities that will involve all students in learning activities. The goal of a well organized classroom is to create an environment that is stimulating, has high student expectations for academic success, and contains a way for positive feedback between student and teacher.

According to all the research this writer has read, the emphasis upon providing specific experiences will ensure success in reading. Carver (1986) stated that "endless structural workbook and drill do not provide pre-readers with a foundation of understanding and enjoying the reading process" (p. 256). Children must be surrounded by a variety of print and good literature. They need real experiences to enhance their background experiences. Educators must help develop a child's oral language ability as well as help establish the relationship between the spoken and written language. The basic premise of this approach

is "what can be thought can be spoken, what can be spoken can be written, and what can be written can be read" (Carver, 1986, p. 258).

Palewicz-Rousseau and Madaras (1979) felt that the listening and speaking vocabularies are the foundation for reading vocabularies. Adults should talk to children and listen to them. Learning to read is more than merely recognizing written symbols that stand for speech.

> It is the process of gaining meaning from these symbols (concept development). A child must have a mental picture or concept to go with printed symbols or he will not be able to read (Palewicz-Rousseau and Madaras, 1979, p. 33).

A child pieces together the images and understandings that he has acquired from his background experiences.

Reading is both an auditory and visual process, according to Palewicz-Rousseau and Madaras. Reading doesn't have to be pressurized or boring; it can be an exciting creative adventure. As long as a child is willing to read, he can be taught at any age.

According to Ollila (1977),

> the environment into which a child goes forth has an impact on his life. The school environment is the one intended to enable them to reach their fullest potential ( p. 25).

If there is little reading at home, then children do not see the purposes for reading. As a child matures,

he is developing a variety of skills basic to a successful start at reading books.

Ollila (1977) feels some children entering kindergarten programs are not experiencing instruction that will foster enthusiasm for reading or for school.

> It is suggested that future benefits will be reaped only if schools alter their instructional programs to accommodate the pre-first grade learnings. This clearly means that schools undertaking reading instruction in kindergarten must change their instruction from first grade on so that what is accomplished in the kindergarten can be used and extended in subsequent years (Ollila, 1977, p. 37).

McCracken and McCracken (1986) state that the acquisition of literacy is a natural process. It is based upon experiences in teaching young children. Not all children are raised in a literate environment. Children need to learn how to read and to write in order to become literate. Then they must practice until the acts of literacy become a natural process. To develop literacy in children, teachers must work in ways that permit students to learn effectively.

> A part of teaching effectively is knowing how to assign practices through which children learn. One of the most effective practices for learning to read is the act of reading (McCracken and McCracken, 1986, p. 20).

Furthermore, the McCrackens feel that the potential for literacy can be universal. Children learn how to speak by being immersed in an oral

language environment. All children can learn to read, but they need to be immersed in an intensive print environment. Learning to read and write should be a normal developmental process of language acquisition. Learning to read is learning how to communicate meanings not word pronouncing. Literacy is not universal among people or societies, nor are most children raised in a fully literate environment. "If you want to achieve universal literacy, our school goal should be to create an environment cluttered with print" (McCracken and McCracken, 1986, p. 22).

The Committee of the International Reading Association (1986) believes literacy learning begins in infancy. Children should not be subjected to rigid formal pre-reading programs. Children need to build a positive attitude towards themselves and their language. Children also need to be involved in meaningful language experiences.

Spache (1975) states that "self-concept has been shown to be more closely related to reading performance than intelligence itself." Good readers possess feelings of self-reliance and personal worth, while poor readers often show feelings of anxiety and negative self-concept. The lack of verbal interaction between disadvantaged parents and their children leads

to delayed language development. Consequently students "enter school linguistically unready to deal with the process of learning to read or with the communication demands of the classroom" (Spache, 1975, p. 62). The minority child will almost always lack middle class background characteristics. The rapid language development that occurs during the preschool years and early school years is the foundation that a child builds upon. Unfortunately "the minority child tends to learn more about responding non-verbally to life than he does about communicating with words" (Spache, 1975, p. 71).

Wiseman (1979) discusses the fact that the culturally different child has been characterized as belonging both to racial minority groups and to a low socioeconomic status. Other factors such as a poor self-concept, a lack of confidence in school, and an overall fear of failure are significant in understanding the profile of these students. These children enter school from home lives with little or no educational tradition.

> Some children appear to be dull, but the problem does not stem from lack of intellectual potential, but lack of communication skills in conjunction with slow mental development resulting from an environment offering less than adequate stimulation (Wiseman, 1979, p. 8).

According to the Oklahoma State Department of Education (1985), educators recognize that student attitudes toward reading may be more important than the method of material. Expectation of the ability to read is a self-fulfilling prophecy. Good readers have a strong positive ego or self-concept. Conversely, poor readers do not think much of themselves and are defeated by mistakes.

Parents, according to Heald-Taylor (1987), need to read stimulating literature to children, so they can learn to read without formal instruction. Children learn to read naturally through a language arts program based on literature. Literature

> models the richest of language, sparks the imagination of the readers, introduces students to descriptive language and a sense of story, and intrinsically motivates them to read (Heald-Taylor, 1987, p. 642).

If a child's language is incorporated into the reading program, he can acquire and expand language in a natural and exciting manner. Powers and Bycbs (1978) imply that utilizing the child's language in early reading instruction is of utmost importance.

> Language experience stories are a crucial component of a beginning reading program. They facilitate the child's making the connection between oral language and printed material and provide the child with the opportunity to rely on

> non visual information (knowledge of prior experiences) than on visual information (print) (Powers and Bycbs, 1978, p. 5).

The Language Experience Approach (LEA) provides the student with a natural transition from oral to written language.

M. B. Jones and D. D. Nessel (1985) feel that the LEA makes learning to read especially meaningful and motivating in the primary grades. They feel the LEA can be integrated into the regular curriculum with the basal reader and in the content area. They feel that the students will gain more experience by rereading the LEA stories over and over again, and thus becoming more motivated to read throughout the day.

M. H. Brown and Others (1986) wrote that children need to be read to at home and those that do "generally learn to read earlier and with more at ease at school." Children who have difficulty with reading lack prior experience with books and thus do not have enough information to form a context in which to place new skills. Brown's school developed a Shared Book Experience, which is similar to the LEA. Brown found out that a multi-sensory approach to learning using hands on experiences helps children understand that spoken words can also be real.

Bridge, Winograd and Haley (1983) stated that "children learn to read by reading" (p. 884). The problem is to find suitable materials for beginning readers with limited sight vocabularies. Basal readers help readers build a core vocabulary of high frequency sight words, but the "unnatural sentences do not match the more complex oral language children are already using" (Bridge, Winograd and Haley, 1983, p. 884). The selections in the basal readers may interfere with beginning readers' comprehension because they fail to match students' expectations for logical natural stories. "Preprimers' unnatural language may actually inhibit children's ability to predict the next word or phrase, thus making learning to read more difficult" (Bridge, Winograd and Haley, 1983, p. 885). Using predictable materials with beginning readers encourages them to use context clues when encountering unfamiliar words, spurs their acquisition of sight vocabulary and creates more positive feelings about reading.

According to Rhodes (1981), the teacher's long range goal is "to encourage the children's development from successful readers of highly predictable materials to successful readers of a wide range of materials" (p. 512). Predictable books are very different from typical first grade instructional materials because the

language flows naturally and the vocabulary and context reflect what children know about their language. Predictable books encourage reading for understanding.

Slaughter (1988) believes that instruction promoted by a basal reader can interfere with language learning. Learning does not always occur as a result of instruction. Children benefit from an activities based classroom in which they are engaged in meaningful integrated language arts activities. This whole language classroom consists of an activities based environment, where the teacher's approach to literacy instruction builds upon the language strengths of the learner in order to help students become more effective readers. It is very important to create "a risk free environment in which children can test their hypothesis about print in a variety of open ended activities" (Slaughter, 1988, p. 31). Slaughter further states that studies show that "Chapter One students participated more willingly because of the low risk learning environment and supportive teacher feedback" (1988, p. 34).

According to Stauffer (1980), many educators feel that language development "is a continuous interaction between a child and his environment and the quality and quantity of experiences encountered affect development"

(1980, p. 98). The overwhelming evidence of experienced scholars favor developing language usage that is rich and wide ranging.

> Slowly developing children can use to the fullest their limited, but functional intellectual wealth by engaging in language experience type activities at their own rate of assimilation and accommodation, while at the same time receiving more intensive instruction in their specific needs and can be provided with the kinds of experiences they need to gain maturity, cognitively, socially and emotionally (Stauffer, 1980, p. 161).

Hall (1981) states research confirms that the LEA method is effective in teaching beginning reading. In San Diego County, California, the achievement scores in reading were compared in a study of the basal reader, individualized and Language Approach to reading. "The LEA was found to be as effective as the other two approaches in the primary grades" (Hall, 1981, p. 83).

This writer agrees with Wiseman (1979) that the LEA is a major strategy for teaching the total language arts to the culturally different student. This approach capitalizes on the use of children's oral language as a basis for teaching listening, writing and reading. Palewicz-Rousseau and Madaras (1979) also concur. They feel that the students should dictate their own stories which, in turn, will lead to creation of individually written stories. Spache (1975) also feels that the educators should substitute the LEA for

the basal method. According to Spache, an organizational change such as a junior first grade or transitional first grade will ensure a more positive learning environment. This writer's class conformed perfectly, as it was an ungraded transitional or pre-first grade. Jones and Nessel (1985) suggested two ways to use the LEA in a regular curriculum; using the basal selections to suggest story topics for reading comprehension reinforcement and as the basic methodology in the content area.

This writer incorporated the LEA approach to reading within her classroom on a daily basis. The basal reader's vocabulary list (Appendices G, H, and I) was emphasized in student created language stories, so as to guarantee that first grade vocabulary requirements were upheld. These vocabulary motivated stories were used as a framework for reinforcement of sight words, emphasis upon phonics, oral reading and word knowledge.

McCracken and McCracken's (1986) ideas, that much of the teaching of literacy is better done with the whole class rather than with individualized teaching, are part of this writer's teaching philosophy. The McCrackens feel that trade books are the best models that children can emulate.

> The natural way to learn written language is to begin with whole books, poems and songs and to move to understanding and working with the parts of print (McCracken and McCracken, 1986, p. 8).

Using predictable materials with no unknown concepts stimulates children's natural willingness to chant and sing.

Bridge, Winograd and Haley (1983) also advocate using predictable materials as a way to invite children to join in when they could predict what comes next in a story. As students become familiar with the story, the teacher directs the students' attention to graphophonic characteristics of individual words, as well as various reading comprehension skills. This writer incorporated McCracken and McCracken's and Bridge, Winograd and Haley's ideas of using predictable literature books as a basis for reading instead of the accepted basal textbook.

This project implemented some of Rhodes' (1981) suggestions as a guide for reading comprehension. While the chosen story was read by the teacher, the students were encouraged to read along. During the second rereading, the teacher pointed to sentences and emphasized the importance of print and placement of the text in relation to the illustrations. By the third reading the students had enough control over the whole

story to deal with some of its parts, such as sound letter relationships and graphophonic information. Motivating the class to read independently and share the story at home with their parents were not difficult tasks. The students were encouraged to write stories of their own, using the author's patterns to generate and shape their own ideas. Brown (1986) referred to the above activities as Shared Book experiences. Brown suggested many multi-sensory activities to enhance the reading experience. This writer used many of Brown's suggestions. After the students were familiar with a book, the teacher encouraged the children to choose a follow-up activity to broaden the students' concept of the story. The activities included dramatization of the story, puppet shows, art media experimentation, related songs and music, and reading additional stories. These activities will encouraged the students to creatively begin the process of writing. The students kept daily, individual journals, which were taken home to be shared at the end of each month.

Heald-Taylor (1987) also stressed the need for a weekly plan for shared reading, by using a Big Book as the theme for a week. A Big Book is an oversize reproduction of a smaller book. Heald-Taylor also advocated an activities center, where students can

interpret in their own unique way the stories they have read. This writer used Brown's and Heald-Taylor's strategies, which included pre-reading discussions, reading the text, student participation and prediction, comprehension of the selection and finally, evaluation of the story. As a culminating activity, the class created their own Big Book. The format of the Big Book was a replica of the weekly story, together with an original text and new illustrations, prepared entirely by the students. These original books were placed in the class library, so as to encourage all the students to become active participants in the reading and writing process as well as to be proud of their achievements.

In summary, this writer planned to create a positive learning environment, where children were free to take risks without the fear of negative feedback. Instead of using a basal reader as the essence of the reading program, the use of literature and Big Books in a shared reading program was emphasized. These predictable books consisted of selections from trade books and became the focal point for reading comprehension skills. The LEA was used as an additional reading supplement to insure that the student's reading vocabulary mandated by the school's basal reading

series was incorporated daily. Stories created by the class were charted as well. The students were read to daily, with regular periods of whole class silent reading. Weekly culminating projects will included the creation of class and individual books, and individual participation in multi-sensory activities. This integrated approach to reading created an environment that resulted in a pleasant and memorable reading experience.

## APPENDIX R

### A Suggested List of Networking Newsletters

Teachers Networking
Richard C. Owen Publishers, Inc.
Rockefeller Center
P.O. Box 819
New York, NY 10185

WLTA Newsletter
Carol Fitzpatrick
47 Whitewood Rd.
Westwood, MA 02090

The Literacy Connection Newsletter
Kathleen Taps
1018 Bricker Blvd.
Columbus, OH 43221

Whole Language Newsletter
Scholastic Canada
123 New Kirk Rd.
Richmond Hill, Ontario L4C 3GE

# CHAPTER III

## Method

During the 10 weeks this project was implemented, this writer created a reading program that was child centered. The reading program allowed students to feel good about their accomplishments and not be afraid to take risks. The students were self-motivated and acquired reading comprehension skills in a natural way.

The first week of the 10 week implementation plan was devoted to pretesting the 14 targeted students in the four stated objectives: recognition of the 72 Dolch words that comprise the first three preprimer levels; recognition of the 26 upper and lower case alphabet letters; recognition of five different family rhyming words; and lastly the way in which the students perceive themselves (Appendices B, C, D, E, and F).

Starting with the second week, and lasting until the ninth week of the project, one or two stories were introduced to the students. The same procedure was used to present each story. The new story was introduced by showing the students the cover so that they could discuss the illustration and title. The children were invited to predict what the story

might be about. Then the story was read dramatically, with pauses at appropriate pages, to allow the students to predict outcomes. The emphasis at this stage was on reading for meaning and enjoyment. The second step was to re-read the same story, encouraging verbal participation from the class, but to also let those children who are less confident merely listen. During this stage, reading comprehension strategies were learned in a natural way as the students discovered how to read for meaning, learned how to use semantic and syntactic cues, as well as graphophonic cues, and learned to read with expression and fluency. The last step was to foster independent reading. Many children at this step were able to read the story by themselves. At this stage, the follow up activities were introduced, which are described in detail.

During the second week of this project, the story It Looked Like Spilt Milk by Charles G. Shaw was introduced. The story was about a child who imagined the clouds in the sky resembled different objects. The steps described above were used to introduce the book to the students. The follow up activities involved participation in the areas of science, art, writing and language, both oral and written.

After the students became familiar with the story, the class decided to observe clouds and see if they could see different pictures in the sky. This activity led to another discussion of weather and the types of tasks weathermen are involved in. As a result of the discussions, the class decided to chart the weather for a week. The entire project developed into the class's entry into the school's Science Fair. The students also created a Big Book for the classroom, as well as individual books for themselves. Each child was given four sheets of colored paper. One teaspoon of white paint was dropped in the middle of each piece of construction paper. The paper was then carefully folded in half, and the two halves were rubbed together gently. After opening the paper, the students wrote what their "cloud" resembled. The students patterned their sentences so that their words resembled the author's. The final text read, "It looked like a _____ (butterfly), but it wasn't a _____ (butterfly). The students filled in the blanks, according to their cloud pictures. A cover was designed with a title and the author's name. Soon a finished book was ready to take home and share with parents. One cloud picture and written story was contributed towards a class book, for further enjoyment

by the entire class. As an additional vocabulary activity, each student kept a metal ring, which opened and closed, so that new words learned by the student were kept on three by five file cards, for continual review. These words were called "Ring Words" and were a source of pride for the students, as they continually added additional vocabulary words.

During week three, two new stories were introduced, The House That Jack Built, by Paul Caldone, and The Big Toe, by June Melser and Joy Cowley.

After the students were familiar with the story, The House That Jack Built, the story was retold by the students, using the flannel board as a means of reinforcing sequencing skills. Many writing activities ensured, as the emphasis was to expand the students' knowledge of the written language. Types of houses were discussed, with mention of what kind of people lived in what kind of house. Language Experience Stories were created about types of houses, with individual students writing a sentence about the kind of house in which they lived, i.e., "Mary lives in a one family house." A mural was created by the children to show different types of houses. Lists of words were developed to show categorical similarities. Semantic mapping was introduced. The students created a

dwelling, labelling the different parts of the house. Each part was further described, as emphasis was placed on using adjectives to create a more interesting picture. Using the semantic map, the students created sentences describing the house. Eventually the students created their own descriptive sentences, each illustrated correctly.

The story, The Big Toe, was introduced also that week but was developed more thoroughly during the fourth week of the project. The Big Toe was about an old woman who found a big toe and took it home with her. A toeless person follows the old woman home, asking "Who's got my big toe?" After the story was familiar to the students, it was dramatized repeatedly with emphasis placed on intonation and dramatic appeal. Attention was placed on punctuation and contractions. Innovations on the text were encouraged, as the students created new stories using The Big Toe as a model. The sentences included new body parts the old woman might have found, i.e., "An old woman found _____ _____ (a big ear) and she took it home." The second sentence of the story built upon the first sentence, i.e., "Then something _____ (by the tree) said, 'Who's got my _____ (big ear)?'" The last page of the book included the sentence, "'Take

it,' said the old woman." Each page of the story was illustrated by the student. The pages were then stapled together, with a cover, showing the title and author, and proudly taken home to share with the parents. Other activities emphasized were alphabetical order and sequence. Critical thinking skills were developed with a discussion of who lost the toe, why, and what did this thing look like.

Towards the end of week four, a new story Chicken Soup With Rice by Maurice Sendak was introduced. Follow up activities took place during the fifth week of the project. Chicken Soup With Rice was a book that introduced the months of the year with an appealing rhyme. The students decided to develop a Big Book for the classroom using the months of the year as a theme. After a discussion of the 12 months that make up a year, an activity was listed for each month, with the students illustrating the action. Verb usage was emphasized, as well as different verb endings (s, ed, ing). Using the text as a guide, the students created their own story for each month. For example, the month of June showed a flower garden watered with chicken soup, as the caption read, "Growing once, growing twice, growing chicken soup with rice." In addition, the concepts learned were alphabetical order, using the

months of the year, and the difference between reality and fantasy.

Towards the end of the fifth week, a new story, In A Dark Dark Wood by June Melser and Joy Cowley, was introduced. This story was about a box that was located in a dark place. Upon finding the box, a ghost jumps out and scares the reader. After the students became familiar with the story, the children brainstormed and listed other things that might be in a box. These ideas were charted, and sentences were created using the new vocabulary. Each sentence was illustrated, and eventually all the stories and pictures were put together for a class book to be enjoyed by everyone. Vocabulary skills, as well as critical thinking skills, were emphasized by this book.

By the sixth week the students were ready for Hop On Pop by Dr. Seuss. This book contained many innovated rhyming sentences, which the children enjoyed. As the story was read and re-read, rhyming pairs were targeted and listed on a chart. The students were soon able to make their own rhyming couplets. As each couplet was written and illustrated, the page was added to a class book that was put together at the end of the week. Emphasis was placed on blends, as the students listed words that started with

ch, st, th, br, etc. The story of Whoosh by June Melser and Joy Cowley was also read that week. This story also involved rhyming sentences concerning a boy and the animals he owned. The rhyming pattern was copied and written on chart paper for the students to read. New animals and new names for the animals were created and written over the existing names on the chart paper. Students were encouraged to create new rhymes using the authors' text. Emphasis was placed on capitalization, punctuation, and plurals. The vocabulary consisted of many blends, which were used as a review. The new blend vocabulary was illustrated and used extensively to create new sentences. The story, Whoosh, resulted in a discussion of air and wind, which led to several science experiments to observe the properties of air.

The Very Hungry Caterpillar by Eric Carle was read at the beginning of week seven. This story was about a caterpillar that ate something new each day of the week. By the end of the week, the caterpillar turned into a butterfly. Naturally this story lent itself to the discussion of the life cycle of the butterfly and the moth. Chart stories followed, with many illustrations sequencing the life cycle of each insect. Art activities included the creation of an egg carton

caterpillar, to a multi-colored tissue paper replica of a butterfly. Sequence sentences of the caterpillar's life cycle were written and illustrated by the students. Student created sentences, following the author's patterned text, were created using the days of the week as a guide. The students learned the days of the week in order as well as reviewing the skill of alphabetical order.

Jack and the Beanstalk was introduced during the eighth week. As this was a familiar story, the main emphasis was on enjoyment. Paper bag puppets were created so that the story could be dramatized. Different versions of the same story were read, so that the students could compare and contrast the different events. Reading skills that were emphasized were opposites, i.e., going up and going down the beanstalk; compound words, i.e., beanstalk; and the long e vowel sound, i.e., beanstalk. Interrogative and declarative sentences were developed and written by the students. Questions, such as "Can Jack climb the beanstalk?" "Yes, Jack can climb the beanstalk," were asked with emphasis placed on the correct punctuation.

The ninth week of the project introduced the familiar story of The Little Red Hen by Paul Caldone. In this story the Little Red Hen created a loaf of

bread from a grain of wheat, always asking for help, but receiving none. When it was time to eat the bread, everyone wanted to help the hen, but wisely, she decided to do this job herself. After the story was introduced, the students dramatized the story with puppets. The students were then able to tell the story on the flannel board, in a sequential manner. The students retold the story in their own vocabulary, and it was charted on paper. Sentence strips were used for individual sentences, so that the children could sequence the events of the story. Interrogative and declarative sentences were reviewed, as the students created questions and answers for the little red hen and her friends. A discussion of bread making took place, as the students tried to explain the meaning of dough. A list of items that could be made out of dough was developed, and a tasting party followed.

During the tenth week, the posttests were given to the students (Appendices B, C, D, E, and F). The results were tabulated and recorded and will be discussed in Chapter IV.

## CHAPTER IV

## Results

As stated in an earlier chapter, the problem of this practicum was to design a reading program for this writer's Chapter I pre-first grade class. The writer wanted to increase the reading vocabulary of the targeted children, as well as to instill a sense of self-esteem in students so that they would have the desire to improve their reading skills.

The first objective measured was that 10 out of the 14 targeted students would increase their sight vocabulary by 80 percent when tested with a word list comprised of the Dolch Basic Sight Word Summary (Appendix B). Unfortunately, only nine out of the 14 targeted students achieved this goal. One student measured a 79 percent increase, which this writer felt was almost sufficient to qualify as successful. Seven students had over a 100 percent increase in their sight word recognition. This writer felt that the objective had been met successfully, even though the criterion had not been proven (Appendix J).

The second objective measured was that 12 of the 14 targeted student would be able to recognize every

one of the 26 upper and lower case alphabet letters. Again, this objective was not met, as only 11 students achieved this objective. One student missed one letter, one student missed four letters, and one student missed 14 letters. This writer felt that this objective, if not officially achieved, was close enough to be considered as successful (Appendix K).

The third objective measured was that 10 out of the 14 targeted students would achieve an 80 percent increase in their ability to read family rhyming words (Appendix D). This objective was achieved (Appendix L).

The last objective measured was that 10 out of 14 students would achieve an 80 percent increase in self-esteem as measured by the Scamin (Appendix E) and The Florida Key (Appendix F) self-concept inventories. The targeted students failed to achieve the 80 percent goal in either self-concept test (Appendices M and N). Sixty-four percent of the students increased their self-concept to a slight degree on the Scamin inventory. At the same time 36 percent of the students showed a negative decline. Perhaps the poor showing was the result of the students' reaction to an increased demand by the teacher for less teacher guidance and more student independence. Out of the three

highest achieving student scores on The Florida Key inventory, two students were promoted to the next grade. Three students, who made insignificant increases in self-concept, were students whose self-esteem was already very high.

Even though this practicum did not achieve all of its stated objectives, this writer was satisfied with the results. Because of the students' low academic scores as seen by the SAT results (Appendix A), the students made remarkable strides. These students entered the first grade with very little literacy skill experiences. In a very short time, the students had learned to feel comfortable with books. They realized that reading was fun and enjoyable. All throughout the day, there was someone reading in the classroom. As the students participated in choral readings, confidence began to shine through. The children became bold and increased taking risks during reading time. More and more students participated as they realized that there would be no rejection by the teacher. An awareness that print was language was clearly evident. The students, who entered the classroom with very little knowledge of graphophonic sounds and letters, wrote stories, and what was more important, knew that they

could read their stories. These students had become authors and were delighted in their achievements.

As a by product of designing a new reading program, this writer was able to encourage the students to write continuously. The students kept a daily journal and were given an opportunity to share their journals with others.

By using patterned books, the students were able to extend their language and now could read what they wrote. The use of patterned books produced a way of thinking about reading that was internalized by each student. Towards the end of the implementation period, several students were creating their own books to share with not only this teacher but with other teachers throughout the school.

As the students' confidence in their abilities progressed, a happy hum of satisfaction was heard throughout the day. Students were cooperating and helping each other with all phases of learning. A positive charge of excitement was felt everywhere. Even the lowest student was made to feel as if his contribution was of most importance. Each student received positive feedback, not only from this writer, but from each other as well.

## CHAPTER V

## Follow On

As part of the research discovered concerning the use of literature based reading, this writer came across a statement by the International Reading Association in January, 1988, which was very timely. The statement is as follows:

> Literature must be the foundation of the language arts curriculum. Therefore the Board of Directors of the IRA endorses the replacement of worksheet activities requiring little reading and writing with the reading of and the writing about fiction and nonfiction literature. IRA should seek professional development programs designed to help teachers incorporate literature into their reading programs, and should promote the development of special institutes and seminars, Gertrude Whipple Professional Development programs, publications, council activities and convention programs to assist classroom teachers in developing literature based reading programs. The Board of Directors requests the president to appoint an ad hoc committee to develop an action plan related to literature based reading (p. 190).

The curriculum developed in this practicum was timely and much needed, especially for beginning readers. This teacher plans to continue the literature based reading or shared book program that was developed throughout the year and will continue to share the program with fellow educators. Plans to conduct a literature based workshop for the primary teachers at

the targeted school will be developed during the following school year. This project has the continued support of the administrative leaders. This writer also plans to submit a copy of the final Practicum to the Chapter One Director, in hopes that future primary Chapter One classes will revamp their reading programs.

As the concept of a literature based reading program entices more participants, the need for some type of articulation will be needed. Perhaps a newsletter, to share ideas and trends, distributed to all schools in the district would be the answer. Conferences and workshops could be scheduled at various times throughout the year, so as to update participants with the latest in research and other pertinent information. Each participating school would need to build a professional library to incorporate the latest journals and books. A list of professional books can be found in Appendix P. There are many Whole Language support groups across the United States that can offer information and help, as well as already established Networking Newsletters (Appendix R). A list of several TAWL (Teachers Applying Whole Language) groups are located in Appendix Q.

In order to provide valuable information as to the success of the literature based reading program, this

writer would like to suggest several ideas. The first idea would entail some type of a tracking system for two different groups of students. One group would be immersed in a whole language program from grades kindergarten to second, while the other group of students would be those who were taught by the conventional reading curriculum. The Stanford Achievement Test (SAT) scores would then be compared at the end of the second grade. Based upon these results, whatever they may be, any school would be able to assess the value of a literature based reading program in its curriculum.

The second suggestion this writer proposes is not to fail any student in grades kindergarten, one or two who has been taught in a whole language literature based reading program. By providing a reading curriculum for a wide range of reading abilities, which the shared book experience supplies, students will be allowed to progress at their own rate. Hopefully, student self-esteem will rise, and the stigma of being retained will recede. During the third grade, the state assessment tests are given which determine whether a student has acquired sufficient skills to pass onto the intermediate level of school. This writer would like to track those students who have

participated in the whole language program, straight from kindergarten, in order to analyze what percentage of students pass the state assessment. Evaluation would take place in the third grade, perhaps with outstanding results.

This writer strongly believes in the whole language approach to reading and will endeavor to convince as many fellow educators as possible to explore the advantages of this program.

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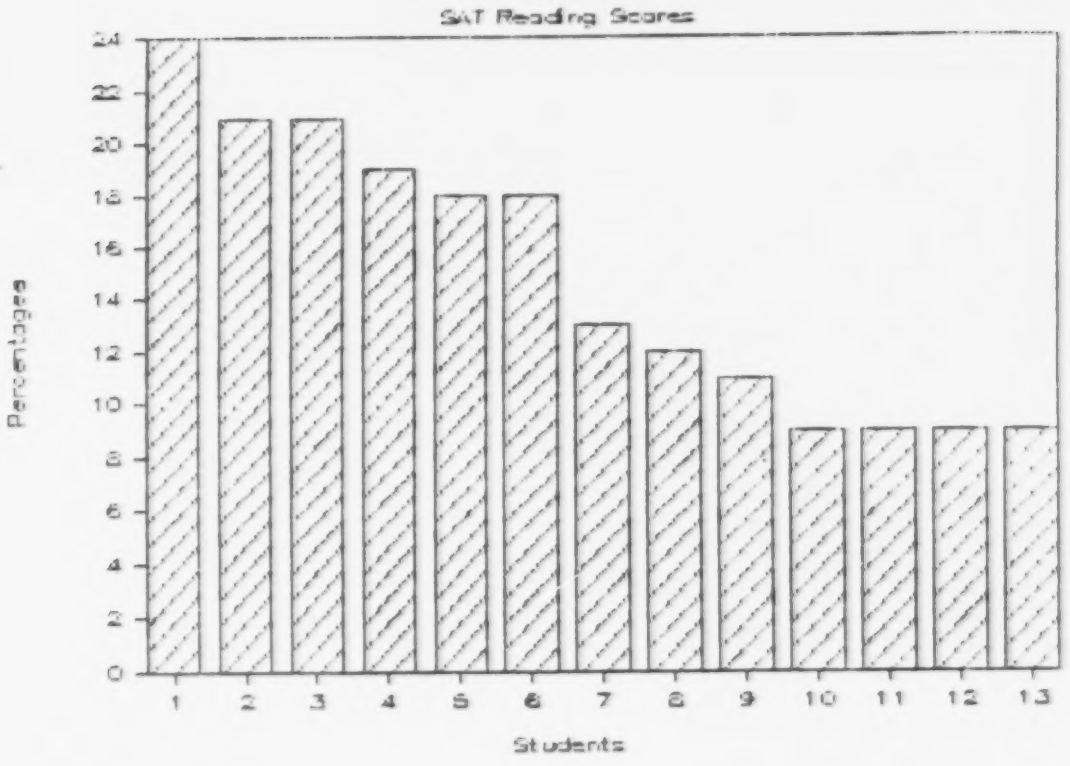
# APPENDICES

# APPENDIX A


SAT Reading Scores
Percentages
0
2
4
6
8
10
12
14
16
18
20
22
24
1
2
3
4
5
6
7
8
9
10
11
12
13
Students

## APPENDIX B

### Dolch Basic Sight Word Pre and Posttest

| PPI | PPII | PPIII |
|---|---|---|
| and | at | all |
| are | away | am |
| can | big | around |
| come | blue | black |
| funny | down | but |
| go | for | by |
| he | good | call |
| is | green | come |
| jump | have | do |
| like | here | sat |
| little | in | fast |
| look | me | get |
| my | it | going |
| of | not | into |
| play | on | make |
| red | one | no |
| run | ran | old |
| said | saw | out |
| see | three | was |
| the | too | who |
| this | we | she |
| to | will | some |
| up | yellow | stop |
| you | yes | two |

# APPENDIX C

## Alphabet Pre and Posttest

Y L C F G A Z I

R X E O H V Q D

U B W T J N K S P

M

z s f i o r j w a y h

m c p u b k t q g d x

n e l v

## APPENDIX D

### Family Rhyming Words Pre and Posttest

| | | |
|---|---|---|
| can | get | in |
| fan | bet | bin |
| man | let | pin |
| pan | met | tin |
| ran | net | win |
| tan | pet | fin |
| ban | set | din |
| Dan | vet | kin |
| Nan | wet | |
| van | | |
| | | |
| not | bug | |
| cot | dug | |
| dot | hug | |
| got | jug | |
| hot | mug | |
| lot | rug | |
| pot | tug | |
| rot | | |
| tot | | |

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## APPENDIX E

### SCAMIN Pre and Posttest

1. Move your marker under the next row of faces. The row has a picture of an apple. The apple picture and other pictures will help us stay on the same row. Which one of these faces would you wear if you were singing a first grade song to your parents? (Repeat:) WHAT FACE WOULD YOU WEAR IF YOU WERE SINGING A FIRST GRADE SONG TO YOUR PARENTS? Put a nose on that face. Only one nose in a row--you can only wear one face at a time. (Scan the room and say:) That's fine! (while you correct any wrongdoers.) Raise your hand if I go too fast for you.

2. Now everyone move your markers down to the next row. Your marker should be under the picture of the cake. Which one of these faces would you wear if you could make a teacher happy with your painting or drawing? (Repeat:) WHAT FACE WOULD YOU WEAR IF YOU COULD MAKE A TEACHER HAPPY WITH YOUR PAINTING OR DRAWING? Darken in the nose on the face you would pick.

3. Everyone move your markers down under the faces by the football. Darken the nose on the face you would wear if you could tell a friend something that you learned in school. (Repeat:) WHAT FACE

WOULD YOU WEAR IF YOU COULD TELL A FRIEND SOMETHING THAT YOU LEARNED IN SCHOOL?

Remember that the faces that you wear are different from the ones that anyone else wears: so don't pay any attention to what other people are marking. Don't leave any rows without a dark nose on one of the faces.

4. Move your marker under the row of faces with a cat. WHAT FACE WOULD YOU WEAR IF YOU HAD TO TELL YOUR PARENTS THAT YOU HAD LOST YOUR COAT? (Repeat:) Darken the nose.

5. The next row has a plate of milk by it. WHAT FACE WOULD YOU WEAR IF YOU HAD TO ASK A TEACHER FOR HELP WITH A CERTAIN JOB? (Repeat:) Darken the nose.

6. Now down to the bottom row with the mouse. WHAT FACE WOULD YOU WEAR IF YOU FORGOT YOUR STORY OR SONG IN FRONT OF THE WHOLE CLASS? (Repeat.)

7. Let's move our markers back up to the top of the page--under the row with the bird. Question seven: WHAT FACE WOULD YOU WEAR IF YOU COULD READ LIKE A GROWN-UP? (Repeat.)

8. The next row has a bird's nest. WHAT FACE WOULD YOU WEAR WHEN YOU ARE LEARNING LETTERS--LIKE A-B-C--THAT WILL HELP YOU TO READ SOMEDAY? (Repeat.)

9. Find the row by the picture of the tree. WHAT FACE WOULD WEAR WHEN YOU THINK OF GOING TO SCHOOL TO LEARN NEW GAMES? (Repeat.)

10. Move your marker under the row of faces with the car. WHAT FACE WOULD YOU WEAR IF YOU HAD DONE SOMETHING THAT WOULD GET YOU A SPANKING? (Repeat.)

11. Slide your marker down to the fish. WHAT FACE WOULD YOU WEAR IF YOU COULD'T ANSWER A QUESTION? (Repeat.)

12. The bottom row has a picture of a clown. WHAT FACE WOULD YOU WEAR IF YOU WERE TOO LITTLE TO GO TO SCHOOL ANYMORE? (Repeat.)

13. Turn your page over to the back. At the top is a picture of a seal with a ball. In that top row, WHAT FACE WOULD YOU WEAR IF YOUR PARENTS WERE TELLING YOU HOW YOU ARE TRYING IN SCHOOL? (Repeat.)

14. The next row down has a picture of a doll. In that row, WHAT FACE WOULD YOU WEAR IF A TEACHER WAS TELLING YOU WHAT KIND OF LISTENER YOU WILL BE? (Repeat.)

15. Move down to the row with the bunny rabbit. WHAT FACE WOULD YOU WEAR IF THE BOYS AND GIRLS IN CLASS WERE GOING TO PICK THE BEST WORKERS IN THE ROOM? (Repeat.)

16. Now find the boy on a wagon. WHAT FACE WOULD YOU WEAR WHEN YOU TELL YOUR PARENTS HOW YOU FEEL ABOUT

BEING IN SCHOOL? (Repeat.)

17. Everyone look for the row with the puppy dog. In this row, WHAT FACE WOULD YOU WEAR IF YOU WERE DOING YOUR DRAWING FOR A TEACHER? (Repeat.)

18. Down to the bottom row--with a bone on a plate. WHAT FACE WOULD YOU WEAR IF ONLY THE GOOD CHILDREN COULD HAVE A PARTY? (Repeat.)

19. Go back up to the top of the page--to the dog house. WHAT FACE WOULD YOU WEAR WHEN YOU'RE THINKING OF HOW MUCH YOU'LL HAVE GROWN UP BY NEXT YEAR? (Repeat.)

20. A truck is on the next row. WHAT FACE WOULD YOU WEAR IF YOU HAD TO MAKE A PICTURE OF AN ANIMAL THAT WAS HARD TO DRAW? (Repeat.)

21. The next row has a picture of a house. WHAT FACE WOULD YOU WEAR IF SOMEONE WAS TELLING YOU WHAT YOUR CLASS WILL BE LIKE NEXT YEAR? (Repeat.)

22. Slide your marker down to the row with the teddy bear. WHAT FACE WOULD YOU WEAR WHEN YOU THINK OF HOW GOOD YOU'RE DOING IN FIRST GRADE? (Repeat.)

23. Next is the row with a train. WHAT FACE WOULD YOU WEAR IF YOU TRIED TO LEARN SOMETHING NEW WITH NUMBERS? (Repeat.)

24. One more question...the last one...in the row near the picture of the girl jumping rope: WHAT FACE

WOULD YOU WEAR WHEN YOU THINK OF ALL THE CHILDREN IN CLASS WHO LIKE YOU? (Repeat.)

## APPENDIX F

### The Florida Key Pre and Posttest

### Elementary Form Grades 1-6

This scale is to assist you, the teacher, in assessing how the student perceives his or her "learner" self. Please select one of the following answers and record the number in the blank space provided.

| NEVER | VERY SELDOM | ONCE IN A WHILE | OCCASIONALLY | FAIRLY OFTEN | VERY OFTEN |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |

Compared with other students of the same age, does this student:

R 1. Get along with other students? ___

R 2. Get along with other teachers? ___

R 3. Keep calm when things go wrong? ___

R 4. Say good things about his/her school? ___

R 5. Tell the truth about his/her work? ___

A 6. Speak up for his/her own ideas? ___

A 7. Offer to speak in front of the class? ___

A 8. Offer to answer questions in class? ___

A 9. Ask meaningful questions in class? ___

C 10. Exhibit confidence in his/her school work? ___

C 11. Persist in his/her school endeavors? ___

C 12. Talk to others about his/her school work? ___

C 13. Join in school activities? ___

I 14. Seek out new things to do in school on his/her own? ___

I 15. Offer to do extracurricular work in the classroom? ___

I 16. Spend time helping others? ___

I 17. Show an interest in others' work? ___

I 18. Show interest in being a leader? ___

I 19. Initiate school projects? ___

C 20. Finish his/her school work? ___

C 21. Pay attention to class activities: ___

C 22. Do his/her school work carefully? ___

I 23. Talk to teachers about personal concerns? ___

TOTAL ___

## APPENDIX G

### Ginn Reading Series

### ONE POTATO, TWO

| | |
|---|---|
| and | Ana |
| ball | Beth |
| can | cat |
| dig | Here |
| hop | is |
| it | Jim |
| Ken | play |
| run | Sara |
| she | the |
| to | with |

## APPENDIX H

### Ginn Reading Series

### LITTLE DOG LAUGHED

| | |
|---|---|
| come | not |
| in | at |
| look | a |
| good | get |
| you | here's |
| van | he |
| work | said |
| I | An |
| book | man |
| for | us |
| we | bell |
| on | |

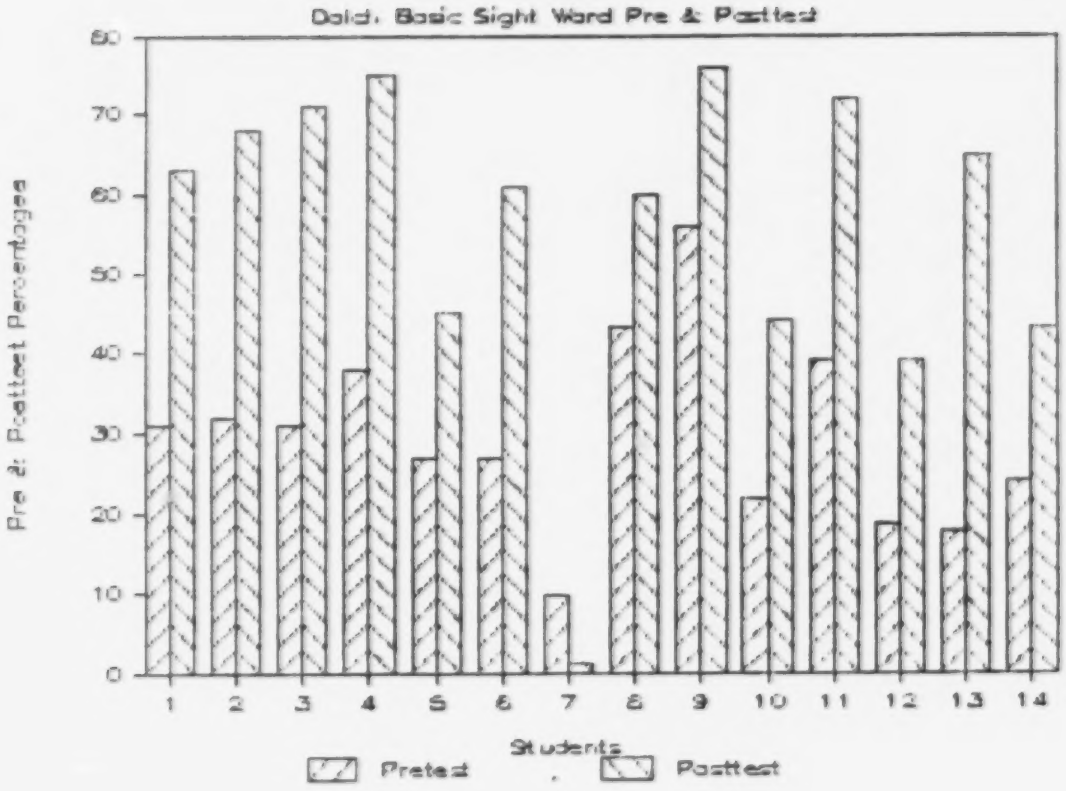
# APPENDIX I

## Ginn Reading Series

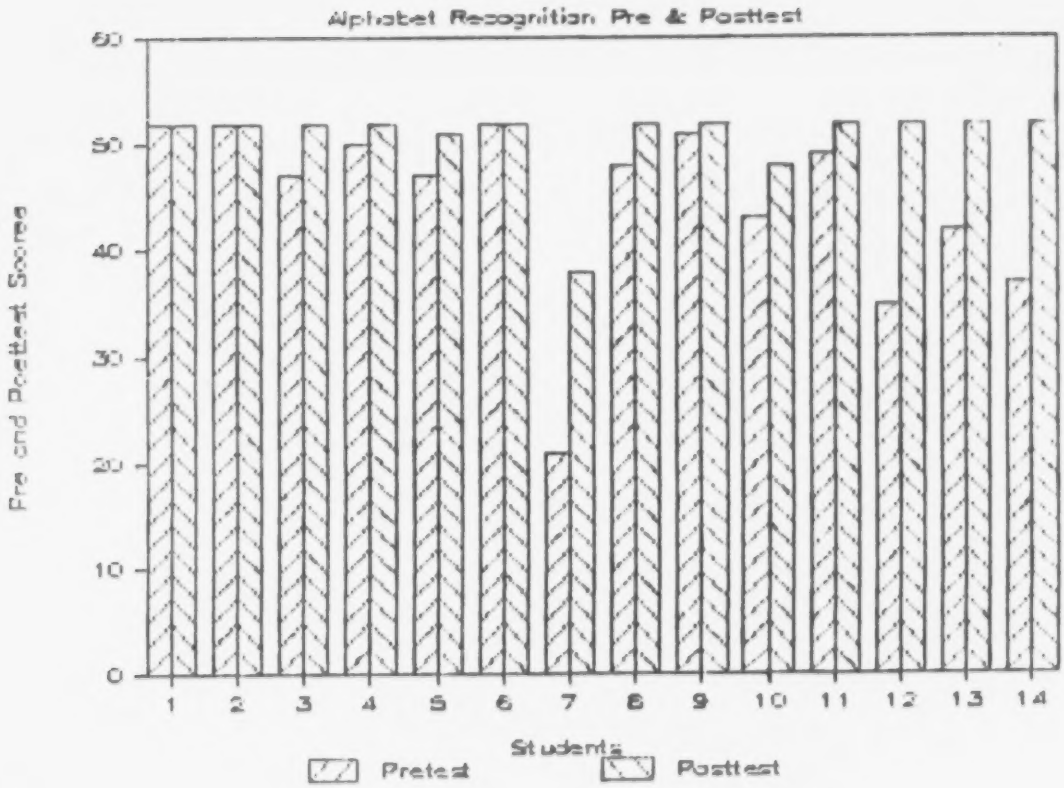
## FISH AND NOT FISH

| | |
|---|---|
| eat | fish |
| see | big |
| will | do |
| dolphin | whale |
| shark | mom |
| what | this |
| where | does |
| like | water |
| grandma | make |
| can't | have |
| mix | now |
| looks | put |
| need | clay |
| bake | bread |
| has | then |
| dough | hen |
| who | pig |
| did | cut |
| help | |

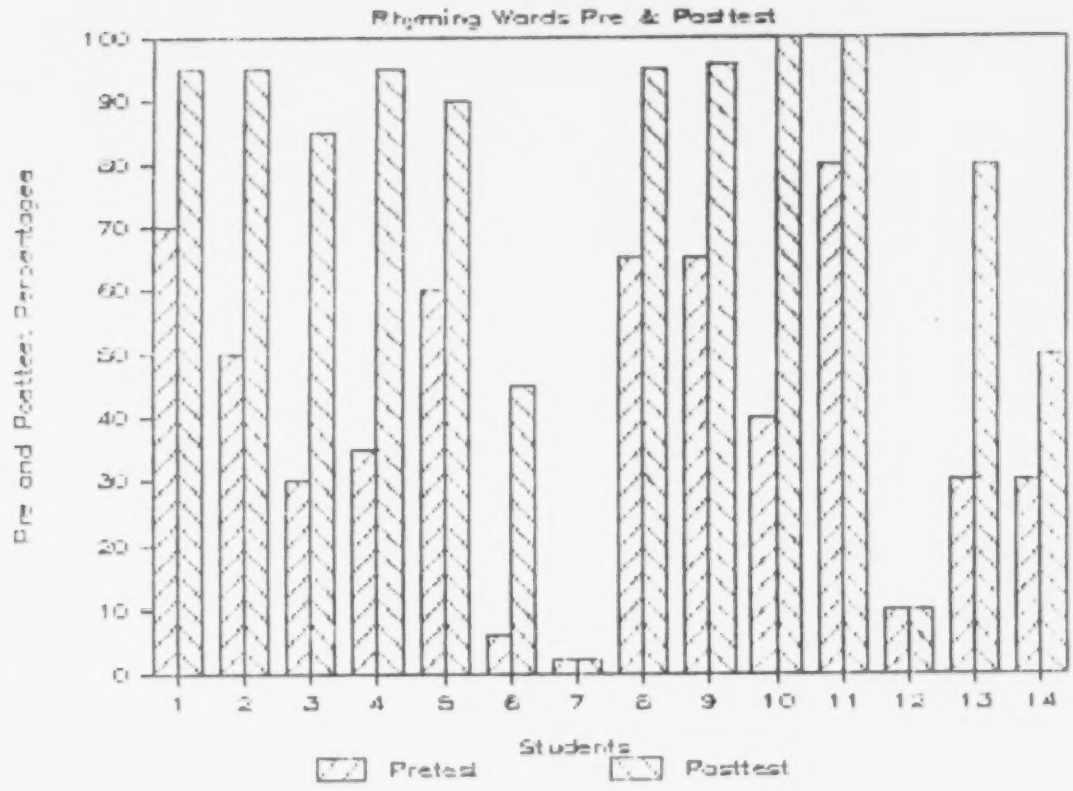
# APPENDIX J


Dolch Basic Sight Word Pre & Posttest
Pre & Posttest Percentages
0
10
20
30
40
50
60
70
80
1
2
3
4
5
6
7
8
9
10
11
12
13
14
Students
Pretest
Posttest

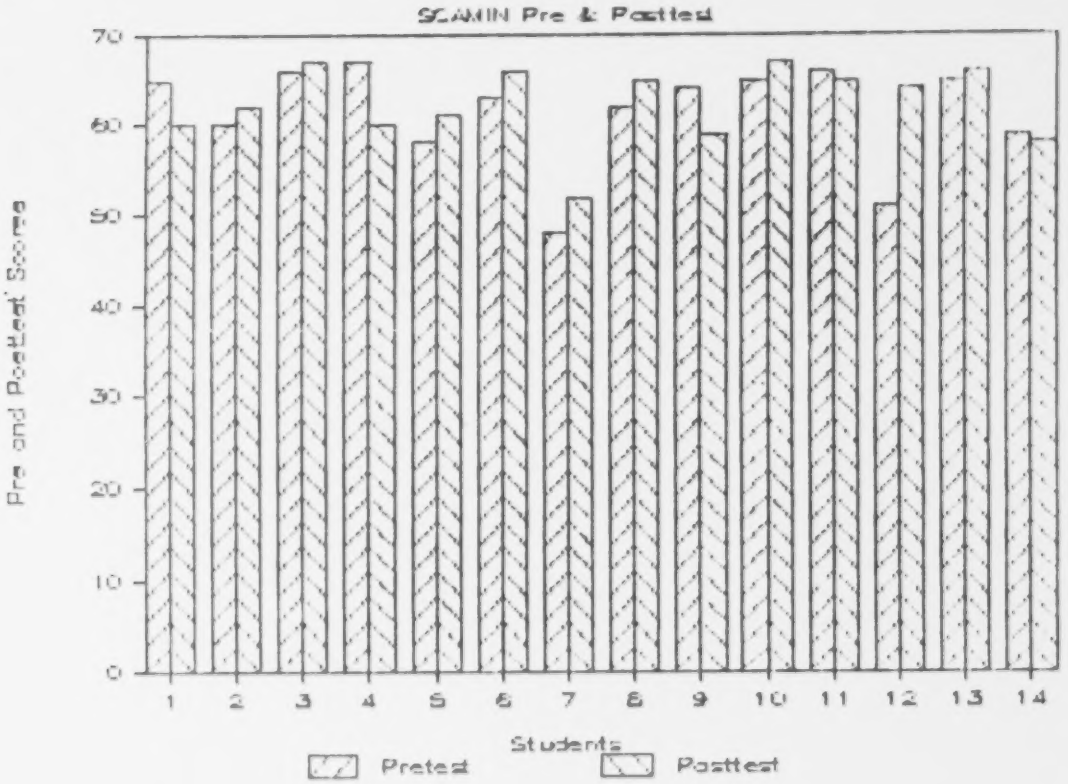
# APPENDIX K


Alphabet Recognition Pre & Posttest
Pre and Posttest Scores
60
50
40
30
20
10
0
1
2
3
4
5
6
7
8
9
10
11
12
13
14
Students
Pretest
Posttest

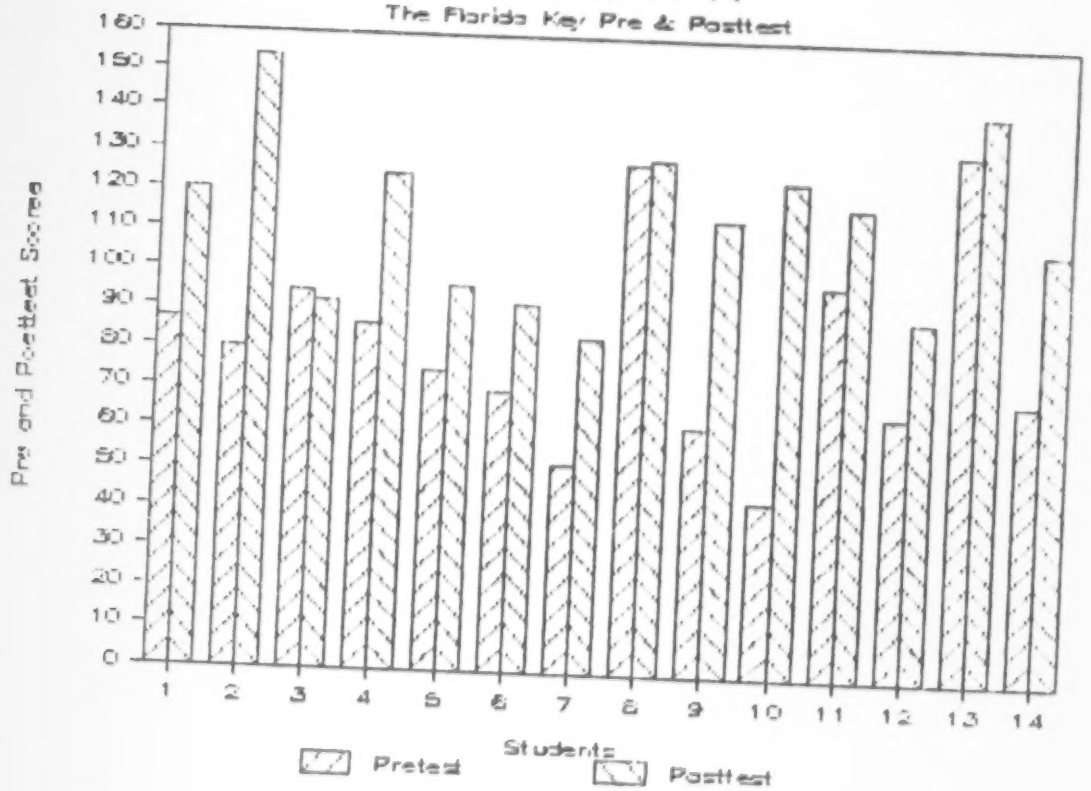
# APPENDIX L


Rhyming Words Pre & Posttest
Pre and Posttest Percentages
100
90
80
70
60
50
40
30
20
10
0
1
2
3
4
5
6
7
8
9
10
11
12
13
14
Students
Pretest
Posttest

# APPENDIX M


SCAMIN Pre & Posttest
Pre and PostTest Scores
70
60
50
40
30
20
10
0
1
2
3
4
5
6
7
8
9
10
11
12
13
14
Students
Pretest
Posttest

# APPENDIX N


The Florida Key Pre & Posttest
Pre and Posttest Scores
160
150
140
130
120
110
100
90
80
70
60
50
40
30
20
10
0
1
2
3
4
5
6
7
8
9
10
11
12
13
14
Students
Pretest
Posttest

## APPENDIX O

### A Suggested List of

### Patterned Books for Teaching Reading

Briggs, Raymond. Jim and the Beanstalk.

Brown, Margaret Wise. Goodnight Moon.

Cameron, Polly. I Can't Said the Ant.

Carle, Eric. The Grouchy Ladybug.

The Very Hungry Caterpillar.

Galdone, Paul. Henny Penny.

The Little Red Hen.

The Three Bears.

The Three Billy Goats Gruff.

The Three Little Pigs.

The House that Jack Built.

Ginsburg, Mirra. The Chick and the Duckling.

Grim, The Brothers. Jack and the Beanstalk.

Hutchins, Pat. Good-Night Owl.

Rosie's Walk.

Keats, Ezra Jack. Over in the Meadow.

Kraus, Robert. Whose Mouse Are You?

Langstaff, John. Oh, A-Hunting We Will Go.

Martin, Bill. Brown Bear! Brown Bear.

Fire! Fire! Said Mrs. McGuire.

Melser, June and Joy Cowley. The Big Toe.

In A Dark Dark Wood.

Whoosh.

Peppe, Rodney. The House that Jack Built.

Sendak, Maurice. Chicken Soup With Rice.

Seuss, Dr. Hop On Pop.

Shaw, Charles B. It Looked Like Spilt Milk.

Tolstoy, Alexei. The Great Big Enormous Turnip.

Zemach, Margot. The Teeny Tiny Woman.

## APPENDIX P

### A Suggested List of Whole Language

### Reference Books for a Professional Library

Heineman Educational Books
70 Court Street
Portsmouth, NH 03801

Bean, Wendy and Christine Bouffler, Spell by Writing.
0-909955-69-7, $10.00.

Butler, Andrea, Transitions from Literature to Literacy. 0-435-08467-4, $16.00

Butler, Andrea and Jan Turbill, Towards A Reading-Writing Classroom. 0-435-08461-5, $11.50.

Goodman, Ken, What's Whole in Whole Language?
0-435-08254-x, $7.50.

Hansen, Jane, When Writers Read.
0-435-08438-0, $15.00.

Harste, Jerome C. and Kathy G. Short, Creating Classrooms for Authors. 0-435-084-65-8, $22.50.

Harste, Jerome, Virginia Woodward and Carolyn Burke, Language Stories and Literacy Lessons. 08211, $17.50.

Newman, Judith, The Craft of Children's Writing.
0-435-08233-7, $6.00.

Newman, Judith M., Whole Language Theory In Use.
0-435-08244-2, $15.00.

Well, Gordon, The Meaning Makers Children Learning Language and Using Language To Learn.
0-435-08247-7, $15.00.

## APPENDIX Q

## A Suggested List of

## Whole Language Support Groups

The Umbrella TAWL
Debi Goodman
20020 Renfrew
Detroit, MI 48221

Fresno TAWL
Debbie Manning
4848 North Fruit
Fresno, CA 93705

Denver TAWL
Roxanne Torke
773 Elizabeth St.
Denver, CO 80206

Winnipeg CEL
11 Zacharias Pl.
Winnipeg, Manitoba R3R 3E4

Genesee Valley Developmental Learning Group
233 Walker Rd.
Hilton, NY 14468

SUNY-Buffalo Literacy Support Group
593 Baldy Hall
Amherst, NY 14260

Vermont TAWL
P.O. Box 2174
West Brattleboro, VT 05301